

GIFTED AND TALENTED PLAN ROCHELLE ISD



Table of Contents

Philosophy and Rational	3
Definition	4
Goals	5-6
Program Overview	7
Identification and Selection	8
Screening	9
Reassessment	10
Transfer	10
Timeline	11
Exiting.....	12
Furlough	13
Appeal	14
Staff Development and Curriculum	15
Parent/Community Involvement	16
Forms:	
Furlough Request	17
Exiting Procedure	18-19
Dismissal	20
Product Samples	21-22
Evaluation Checklist... ..	23
Elementary Student Survey	24
Secondary Student Survey	25
Gifted and Talented Parent Program Evaluation	26
Scope and Sequence	27-31

Philosophy and Rationale

Education is the most important public function because it affects the total population. The charge given to the American system of public schools is to educate every child to the fullest of his or her potential. In the process of helping each learner reach this potential, it is important that individual differences be recognized. Based on the view that each student has a special and unique potential, the philosophy of the Rochelle Independent School District reflects and understanding of the uniqueness of individual students and a commitment to provide educational opportunities that can accommodate these differences in students.

In Texas, local school districts shall ensure that gifted and talented students are provided with educational opportunities commensurate with their abilities. (*19 TAC Chapter 29, Subchapter C, 89.1 (a)*) To help all students reach their potential, the gifted and talented program will provide a challenging and stimulating environment that will accommodate students' differences and that will encourage them to reach their potential. While the gifted and talented program is designed to meet the unique needs of the gifted and talented student, it shall appropriately reinforce and be compatible with other programs in the district.

Each school district shall adopt a process for identifying the gifted and talented students in the school district's population; and no later than the 1990-91 school year, shall establish a program for those students in each grade level. (89.5)

In response to these needs the Rochelle Independent School District inaugurated the gifted and talented program. The Rochelle I.S.D. provides a program for gifted and talented students that will enable them to have opportunities to:

- A. Explore their own unique abilities;
- B. Develop creative and cognitive thinking processes;
- C. Make a positive contribution to their own education and to society;
- D. Fulfill their learning potential.

The ultimate goal for the program is to develop within the student a desire for excellence and a sense of individual responsibility to self and society.

Definitions

The state of Texas defines gifted and talented in the following manner:

A gifted and talented student means a student who, by virtue of outstanding mental abilities, is capable of high performance. The student may demonstrate, singly or in combination, above average achievement or potential in such areas as general intellectual ability, specific subject matter aptitude, ability in creative and productive thinking, and leadership ability. The phrase does not include students who demonstrate above-average achievement or potential in areas relating to physical abilities. Education Code 21.651

Students may also excel consistently or have the potential to excel in the visual and performing arts and in psychomotor ability.

The Rochelle I.S.D. recognizes that students may be gifted in many areas; however, the District Gifted and Talented program will initially serve students Grades 1-4, 5-8, and 9-12 in the area of giftedness for specific subject matter aptitude. This in no way suggests that the other areas are not as important or as valuable. Rochelle I.S.D. can best provide services to this particular group with the resources available to the district.

Specific subject matter aptitude (SSMA) is defined as advanced achievement in academics such as language arts, (reading, writing, speaking, listening) mathematics, sciences, social studies, foreign languages, and/or other content areas. Typical behaviors and characteristics exhibited by students who are gifted in a specific subject matter are similar to general ability and include the following common behaviors:

- a. Intense, sustained interest
- b. High motivation
- c. Extensive, detailed memory
- d. Prompt recall
- e. Advances vocabulary
- f. Inquisitive nature
- g. Rapid acquisition of information
- h. Sound judgment
- i. Broad base of knowledge
- j. Advanced concepts formations

Students who are gifted in a specific subject matter will not exhibit these behaviors in identical ways or at the same time. Students who are gifted and talented in a particular discipline will display many of these traits consistently.

The Rochelle I.S.D. defines gifted and talented students as those students who, by virtue of outstanding abilities, excel consistently or demonstrate the potential of excelling consistently in the area of specific subject matter aptitude. In order to realize their contribution to self and society, these students require differentiated educational programs and/or service beyond those normally offered in the regular school program.

Program Goals

The specific, yet flexible goals of the gifted and talented program at Rochelle I.S.D. are:

- To identify students in grades K-12 who excel consistently or have the potential to excel in specific subject matter aptitude in the Language Arts, are task committed and self-motivated.
- To identify professional needs and plan opportunities for staff development to train professional personnel to work in the program.
- To provide a qualitatively differentiated program beyond regularly curriculum requirements.
- To evaluate student and program progress.
- To inform and seek the involvement of parents and community members in the gifted and talented program.

Student Goals

The Rochelle I.S.D. gifted and talented program will provide a differentiated curriculum for high ability students, which will give them the opportunity to develop a level of competency consistent with their aptitudes, goals, and interests. Through the use of cognitive development, teachers will provide students the opportunity to develop tools for further learning with emphasis on process in the following:

Research

- To develop and understanding of the various types of research and knowledge of the skills and products needed for each type.
- To extend skills in research/independent study.

Thinking Skills

- To develop the critical thinking skills of observing, inferring, collecting data, classifying, analyzing, synthesizing, and evaluating.
- To develop expertise in the use of logical reasoning.
- To more fully develop skills in logical reasoning and critical thinking through the application of higher-level cognitive thinking processes.

Creativity

- To develop creative thinking by utilizing such techniques as brainstorming and open ended exercises to encourage divergent thinking and to develop capacities for fluency, flexibility, originality, and elaboration.
- To increase creative thinking skills through the development of fluent, flexible, original and elaborative thinking processes.

Communication

- To develop both oral and written communication skills through listening, writing, verbal and non-verbal activities.
- To broaden skills of written, visual, and oral communication through providing opportunities to discuss, display, and present their ideas and products.

Through affective development, teachers will give students the opportunity to develop:

- A better understanding of self and others, greater self-confidence, and appreciation of the uniqueness, worth and contributions of other people.
- Responsibility and independence through self-directed learning.
- Awareness of world citizenship in home, community, nation, and world.
- Leadership skills through decision making and practice of skills.

At the end of each year, students participating in the gifted and talented program should be able to:

- Operate at the higher levels of cognitive ability by demonstrating the indicative skills in products, which he or she has completed or in which he or she has participated.
- Show acceptance of his or her abilities and the corresponding responsibilities in a positive way by developing self-esteem, providing leadership qualities, and cooperating with others in solving real or hypothetical problems.
- Increase proficiency in areas of interest while broadening the scope of interests and abilities through the use of special assignments and the development of special projects.
- Widen his or her understanding of the world and its cultures by utilizing area resources for learning experiences.
- Increasingly exhibit self-directed learning by initiation and individually develop an independent research project.

Program Overview

The Rochelle Independent School District serves an individual school district of approximately 200 students in grades prekindergarten through twelve.

In kindergarten, the teachers work with the entire class; students discovered to have extraordinary abilities enter the identification and selection process for the Gifted and Talented program.

In grades one through eight, the Gifted and Talented Coordinator meets with the classroom teachers and they develop activities, assignments, and projects that coordinate with regular classroom instruction. The Gifted and Talented students' assignments can be differentiated and encompass the four core content areas of science, math, social studies, and language arts. Activities may vary at each grade level. The Gifted and Talented students may meet with the GT Coordinator as often as weekly. An end of year trip or program may be planned to showcase student abilities or projects.

In grades one through eight, special projects may be designed by the Gifted and Talented Coordinator in collaboration with content area teachers if needed. These projects may include differentiated instruction with the possibility of a pull-out program concentrating in a specific content area.

In high school grades nine through twelve, students will have the opportunity to enroll in advanced, honors, or dual credit courses in certain subjects.

Student Identification

Management Objective: The program staff will utilize an on-going identification process based on multiple and specific criteria and on objective and subjective information which is appropriate for and consistent with specific subject matter aptitude in the four core content areas.

Identification Procedures: The identification process includes three stages: referral of students for the program, screening of students during which all pertinent information is gathered and prepared for committee review, and selection of students for whom the gifted program is the appropriate educational placement.

Referral: Referrals are solicited from a variety of informed sources. These may include teacher referrals, principal referrals, parent referrals, and/or student referrals where applicable.

Screening: The screening phase will be conducted by the Screening and Selection Committee which may be composed of an unequal number of the following: administrator, counselor gifted/talented coordinator, and classroom teachers. All committee members will have received GT training.

During this phase, each student who has been nominated is closely evaluated. A separate folder for collecting screening data is established for each student in the screening pool and is maintained by the campus GT coordinator who assures its security, but makes it available to those who need to utilize its information. Students will be assigned a number and will be referred to by their number in order to maintain anonymity.

Screening provisions assure the fair assessment of students with special needs, and differences in culture and/or socio-economic status. In no way will the process discriminate, either by omission or commission, against any person or group for reasons of sex, race, creed, handicapping condition, ethnic origin, or religious preference. One of the Screening and Selection Committee's most important assignments is to use their professional judgment to determine which students might benefit from the program.

Selection: The selection process is characterized by consideration of each student in the talent pool by a committee of professionally qualified, trained persons. This selection committee will be composed of persons who serve on the screening committee. However, in the interest of fairness, neither parents nor community leaders will be included in the final selection decisions. The selection committee on each campus will review and interpret the students' screening forms. Final selection procedures will consider all students who might reasonably benefit from the Rochelle GT program. Minutes from the selection committee will be filed with the GT coordinator. This committee is responsible for final selection. Participation in the GT program is voluntary and requires written permission of the student's parent or legal guardian.

Refferal/Screening Process

The names of potential students for placement in the Gifted and Talented Program will be obtained by teacher, principal, and/or parent referral beginning in March. Parent permission will be secured before the evaluating procedure begins. Additional referrals will not be accepted after the referral process has been completed.

Kindergarten

Kindergarten students will be carefully evaluated by their classroom teacher throughout the year. All kindergarten students will be considered as potentially gifted and talented students. Kindergarten students will be screened by the following criteria.

1. Teacher, principal, parent and/or student referral form
2. Kindergarten assessment test (TPRI)
3. Report card /portfolio
4. Slocumb-Payne

The results of products above will determine whether a student advances on to the testing phase of the identification process. If so, the tests given are the Naglieri2 Nonverbal Abilities Test (NNAT2) and the Terra Nova.

Grades 1-12

Students will be screened according to at least one of the following criteria.

1. Grades on report cards/portfolio
2. Naglieri 2 Nonverbal Abilities Test (NNAT2)
3. Slocumb-Payne Teacher Perception Inventory
4. Terra Nova (K-12)
5. Writing Sample (optional)

Students already placed in the gifted and talented classes will not be rescreened.

After a student goes through the entire screening process at Rochelle ISD, there is no need to be tested the next year. If they do not qualify, they may be re-nominated and screened again the 2nd year if warranted.

Placement: Students must rank in the 93rd percentile or above in the majority of the criteria measured in order to be considered for placement in the program. Students who have been placed in the program will not be screened each year although reassessment will take place at grades six and nine. Students will continue in the program as long as the professional staff assessment and achievement data (GT report card, grades, behavior, and product evaluations) warrant continuation.

Students New to the District

Students who were in a program in previous districts will be accepted into the Rochelle I.S.D. Gifted and Talented Program with PEIMS card documentation that they were enrolled in a GT program in their previous school.

Former Gifted and Talented Students

If a gifted and talented student in good standing leaves the school district and returns within one calendar year, the student is eligible to re-enter the gifted and talented program at the discretion of the campus screening and selection committee. The parents are responsible for requesting re-entry.

If a gifted and talented student on furlough leaves the school district and returns, the student must re-qualify through the student identification process unless he or she has participated in another school's GT program during his or her absence from Rochelle I.S.D. and has documentation to verify this.

Timeline for the Identification of Students for Placement in the Gifted and Talented Program

Grades K-12

- 4th week in January.....Faculty & Family awareness notices sent home
- 2nd week in February.....Notice in the Rochelle Hornet Newsletter
 - Obtain, complete and return all referral forms
 - Secure parent permission to screen
 - Create data files for each student to be screened
- 3rd week in February.....Kindergarten Portfolio Projects (if needed)
- 4th week in February.....Review Kinder. Projects & score
 - Test Kindergarten Students
 - Kinder. Parents notified of identification or not
 - Kinder. Parent permission for placement is secured
- March 1st.....Begin serving G/T Kindergarten students
- 2nd week in MarchBegin screening procedure (grades 1-12)
- 1st week in May.....Screening and Selection Committee meets (gr.1-12)
 - GT student lists filed in office
 - Parent Orientation Meeting
 - Place students in the GT Program for 1st of next year

Exiting Procedure

Once a student is placed in the Gifted and Talented Program, he or she will most likely continue in the program. In spite of careful identification procedures, there may be some times in which students will need to exit the program.

1. A parent may request in writing that his or her child exit the Gifted and Talented Program. The building principal, GT teacher, and the GT coordinator should confer with the parent and possibly the student to determine if the exit is in the best interest of the student. If the parent then feels exiting is for the best, the student may leave the GT program at the earliest date.
2. A student may be exited from the program if his or her work performance indicates that he or she is unable to satisfactorily meet the requirements of the class or if the student shows a lack of motivation to continue in the program. Grades and evaluation are part of the GT program. GT students are expected to participate in the GT program each year. If a student fails to participate two years in a row, the student may be exited from the program. If a student participates, but does unsatisfactory work, the student could also be exited from the program. For continuation in the Gifted and Talented program, “Excellent” and “Satisfactory” markings (A’s & B’s) on the Student Product Evaluation are expected. “Needs Improvement” means below GT standards.
 - a. The GT teacher or coordinator has the responsibility of making the student aware of his or her below standard performance. The teacher will privately talk to the student informing him or her of the areas of weakness and will offer to help the student improve.
 - b. If an increased improvement has not been observed, the parent will be notified in writing, by phone, or in person of their child’s performance in the GT program. The teacher/coordinator will state ways in which he or she is working to help the student correct his or her deficiencies, and will recommend ways the parents may help their child. The teacher/coordinator will also explain the students’ role in improving deficient areas.
 - c. If, following the parent contact, the student does not show a satisfactory improvement in the deficient areas, the GT teacher/coordinator will notify the building principal. Together, they will make decision regarding whether exiting procedures will begin. The parent will be notified of the decision and a conference will be conducted at the parents’ request.
3. The student’s attitude and behavior is a vital part of their performance. The building principal and the GT coordinator will make final decisions on recommendations for exiting students from the Gifted and Talented Program due to inappropriate or disruptive behavior. Discipline procedures for GT students will be the same as for other students, as outlined in the Rochelle Independent School District Handbook.

When a student is exited from the Gifted and Talented Program, the student’s parents or legal guardian should sign a formal letter of dismissal. A copy of the letter will be placed in the student’s GT folder.

If a student is exited from the program, the only way to be readmitted is to be nominated and go through the entire screening process at the time of the next screening period.

Furloughs

The Gifted and Talented Program is a project-oriented program. Projects are created each year by the GT coordinator/teacher based on input and suggestions by the regular education teachers. Projects are offered to all program participants. A student may choose not to participate for one school year. In this instance, a one-year furlough from the program will be granted. If the student chooses the furlough option two years in a row, procedures for exiting the student will be considered.

Procedures for Appealing Non-Selection

Parents whose children were in the screening pool but not selected for the Gifted and Talented program will be furnished with reasons for non-selection by a GT teacher and/or the GT coordinator upon request.

Appeal Process

If a parent wishes to appeal the selection decision, he or she will file a written appeal to the selection committee stating reasons why the data gathered during screening does not give an accurate account of the child's performance and ability. Appeals may be made as to errors in application of the procedures only and not to the procedures themselves. Appeals must be filed within fifteen calendar days after the date of notification.

The selection committee and the parent will then meet and discuss the data gathered, the selection process, the child's performance, and the reasons for the demands of the program. If the parent and the selection committee determine it is in the best interest of the child to continue the appeal process, a second appeal conference will be held with the Gifted and Talented District Coordinator to further discuss and assess the child's needs, strengths, and potential benefit or frustration from the program.

If the selection committee, Gifted and Talented District Coordinator and parent determine it is in the best interest of the child to be considered further, a six weeks period of observation will be considered. During that time, teachers, and the GT coordinator will monitor both the student's behavior and class work. If the child exhibits a need for the program, he or she will be placed in the Gifted and Talented Program. If the child does not exhibit a need for the program, the child will not be placed in the program, and will be reconsidered during the GT spring screening if a referral places him or her in the screening pool.

Staff Development

Management Objective: The program staff will attend staff development activities to meet specific identified needs of the Gifted and Talented staff and the needs and interests of other audiences, including parents and other school district personnel.

1. Staff members attend TAGT convention (as budget allows).
2. Staff members attend workshops offered by the Region XV Education Service Center as determined by local needs.
3. Staff members attend local district training in differentiated curriculum.

Curriculum Development

Management Objective: The program staff will implement a curriculum framework with an appropriate learning setting and support materials which allows for choice and elaboration of content, processes, and products, to ensure differentiation in the specific subject matter of the four content areas.

1. The curriculum framework is based on extension in the specific subject matter areas of identification.
2. The students will be provided with materials, activities, and choices to meet the student objectives.
3. Each grade level will utilize a variety of instructional techniques.
4. The curriculum and instructional strategies will emphasize higher level thinking skills and differentiated learning experiences.
5. Coordinators and teachers will develop curriculum appropriate to the needs of the gifted students by expanding the existing TEKS by means of process and product.
6. Instructional and organizational patterns will enable identified students to work together as a group, to work with other students, and to work independently.

Parent and Community Involvement

Management Objective: The program staff will inform and involve parents and community members in the Gifted and Talented Program to gain support for gifted and talented education and explore ways in which individuals and groups can contribute to the program's success.

1. Parents of all children tested are invited to discuss the results of testing.
2. Parents of all GT students will be given the opportunity to meet individually with the teacher to discuss the child's progress, abilities, and needs.
3. Progress reports are sent to parents every six weeks.
4. Parents are given the opportunity to evaluate the GT program.
5. Parents and community members are invited to attend student presentations.
6. Community resource people are requested to aid students as needed.

Rochelle Junior High School Gifted & Talented Program

Furlough Request Form

I request that my child _____ be placed on furlough from
the Gifted & Talented Program for the remainder of this school year.

Parent's signature

Gifted & Talented Teacher's Signature

Date

Rochelle Independent School District Gifted & Talented Program

Exiting Procedure

Student Name	Grade Level	Teacher

1. Parent requests (in writing) child exit the Gifted & Talented Program.

Date Requested

Signature of Principal	Agree	Disagree

Signature of GT Coordinator	Agree	Disagree

(Attach written request to this form).

2. Work performance not satisfactory to meet Gifted & Talented requirements.

a. GT teacher discusses with student the areas of concern.

Date

Areas of Weakness:

Teacher Signature

Student Signature

b. GT Teacher notifies parent of areas of concern.

Date

_____ letter _____ phone _____ conference
c. GT teacher informs principal of lack of improvement.

Date

Decision to exit student from GT program:

Signature of Principal

Agree

Disagree

Signature of GT Coordinator

Agree

Disagree

3. Inappropriate or disruptive behavior

Date

Decision to exit student from GT program:

Signature of Principal

Agree

Disagree

Signature of GT Coordinator

Agree

Disagree

4. Student chooses not to participate in the GT program two years in a row.

Date

Decision to exit student from GT program:

Signature of Principal

Agree

Disagree

Signature of GT Coordinator

Agree

Disagree

***Attach all conference reports and other pertinent documentation to this form.**

Rochelle Independent School District Gifted & Talented Program

Dismissal Form

Date

_____ will be exited from the Rochelle I.S.D. Gifted & Talented Program effective on the following date: _____

Reason for dismissal:

_____ Parent Request

_____ Work Performance

_____ Inappropriate or Disruptive Behavior

Signature of Principal

Signature of GT Coordinator

Signature of Parent of Guardian

*** Please sign this form and return to the school. A copy will be made and returned to you for your records.**

Product/Writing Samples (expand beyond ELA)

The prompt should create a situation in which the writer's imagination can surface. Three trained gifted and talented committee members will individually score the products. The three scores will then be averaged for the student profile points.

Direction & Prompts for Kindergarten

The student will respond to a prompt with a drawing and an oral interpretation dictated to the administrator of the test.

First semester prompt: Think about and draw a picture of the most beautiful scene that comes to your mind. Now tell me about the picture.

Second semester prompt: Think about and draw a picture of your favorite day of the year. Write if you can. Now tell me about that day.

Direction & Prompts for Grades 1-4

You are to write a story about one page in length. You will have 30 minutes to complete the story. Make it as exciting as you can.

Second Grade (end of first grade)

A dog runs to a tree in your yard and begins to bark. Write a story to tell what is.....

Third Grade (end of second grade)

When you hear a loud crash you look out of the window. Describe what you saw and tell what happened.

Fourth Grade (end of third grade)

A mother bear and her two cubs were fast asleep in a dark cave. They had been asleep for a long time. Suddenly, they were awakened by a strange noise. Write a story telling what happened.

Direction & Prompts for Grades 5-12

You are to write a story or essay about two pages in length. You have 30 minutes. Try to make it as complete as you can.

Fifth Grade (end of fourth grade)

You are playing your favorite game with a friend when you suddenly scream. Write an exciting story telling what happens.

Sixth Grade (end of fifth grade)

You and a friend are exploring at your favorite place, when suddenly.....Write an exciting story telling what happens.

Seventh Grade (end of sixth grade)

On a visit to an amusement park, you decide to become an explorer in the “Back in Time” section. You can choose to visit any time and place from the past. Tell about your adventure back in time.

Eighth Grade (end of seventh grade)

You have received a ticket marked “Anywhere in the World! Good for 24 hours.” Tell about your adventures on that day.

Ninth through Twelfth Grades (end of eighth through eleventh grades)

You have a brilliant idea to encourage higher academic achievement in your school. Write a letter to persuade the student council to consider implementing your idea at school.

ROCHELLE ISD GIFTED & TALENTED FORMS CHECKLIST

Please check as forms are collected.

- ☐ 1. Folder made for student
- ☐ 2. Referral form
- ☐ 3. Parent permission to screen
- ☐ 4. Slocumb Payne
- ☐ 5. Naglieri II
- ☐ 6. Terra Nova
- ☐ 7. Portfolio Products (opt.)
- ☐ 8. Writing Sample (opt.)
- ☐ 9. Student Profile Sheet
- ☐ 10. Report Card
- ☐ 11. Student Interview (opt.)

NAME: _____

GRADE: _____

YEAR: _____

Elementary Student Interview

Directions: Read each question and put a check on the line that is most like you.

1. I am a _____ boy _____ girl
2. I am in grade _____.
3. The amount of time I spend in the gifted class is
_____ too long _____ about right _____ too short
4. I have to do work in gifted and make up work I have missed in my regular class...
_____ most of the time _____ sometimes _____ not at all
5. About how many hours a week do you spend doing homework for the gifted class?
____1 ____2 ____3 ____4 ____5 ____6 ____7 ____8

Directions for numbers 6 – 9: Answer each question on the lines provided below each question.

6. What are some things that you learned this year in the gifted class?

7. What was your favorite project that you worked on this year in the gifted class?

8. What was your least favorite project that you worked on this year in the gifted class?

9. Is there something that you want to do next year in the gifted class that you didn't get to do this year?

Gifted and Talented Secondary Student Survey

Directions: Please complete the following questions by placing a check in the box or on the line of the answer choice that fits you best.

1 .What is your gender? ☐ Male ☐ Female

2. What grade are you in? _____

3. Describe the work you do in the gifted class.

- ☐ the work is too hard
- ☐ the work is no different than in my regular class
- ☐ the work is challenging but I can do it
- ☐ the work is too easy

Please answer the following concerning your experiences in the gifted and talented program. In the program, are you:

5. allowed to work on projects of your own choosing...

_____never _____rarely _____sometimes _____often

6. allowed to think “outside the box”...

_____never _____rarely _____sometimes _____often

7. able to engage in problem finding or problem solving...

_____never _____rarely _____sometimes _____often

8. given assignments that allow you to respond creatively...

_____never _____rarely _____sometimes _____often

9. What are the strengths of the gifted program? (Use the back of the page if necessary)

10. What are the weaknesses of the gifted program? (Use the back of the page if necessary)

Gifted and Talented Parent Program Evaluation

Directions: For each of the following questions, please fill in the blank or check in the box next to the answer choice that most fits you and/or your child.

1. What grade is your child in? _____

2 The amount of time my child spends in the gifted program each week is

☐ too long ☐ about right ☐ too short

3. How would you rate the depth of the content learned by your child in the gifted program?

☐ more than in regular program
☐ about the same as the regular program
☐ less than the regular program

4. Is your child intellectually challenged in the Gifted Program?

☐ very often ☐ often ☐ sometimes ☐ not much ☐ not at all

5. How do you usually receive information on your child's progress?

☐ report cards only ☐ report cards and narrative descriptions ☐ notes home
☐ phone calls only if your child is not performing well ☐ other

6. Your child is encouraged to do independent and challenging research...

☐ very often ☐ often ☐ sometimes ☐ not much ☐ not at all

7. Your child is encouraged to work on projects of his/her own choosing...

☐ very often ☐ often ☐ sometimes ☐ not much ☐ not at all

8. Your child is encouraged to think "outside the box"...

☐ very often ☐ often ☐ sometimes ☐ not much ☐ not at all

9. The Rochelle GT program provides support for academic, social and emotional challenges of being gifted...

☐ very often ☐ often ☐ sometimes ☐ not much ☐ not at all

10. What do you feel are the strengths of the Gifted Program? _____

11. What do you feel are its weaknesses? _____

12. What training would you as a parent of a gifted child like to have? _____

Adapted from material developed by Round Rock ISD

GIFTED AND TALENTED SCOPE AND SEQUENCE

I. Critical Thinking is the skill of being able to examine data and, using formal or informal logic, draw conclusions using the data. Included in this section is material on increasing depth and complexity.

In examining critical thinking, the student will be able to successfully engage in the following activities:

- A. Examine existing criteria for validity and appropriateness;
- B. Generate and or adapt criteria for making judgment:
- C. Utilize critical thinking skill to provide guidance in the decision making process;
- D. Make use of dichotomous relationships to understand content (a division into two mutually exclusive groups) e.g.:
 - 1. Reasonable vs. ambiguous
 - 2. Possible vs. probable
 - 3. Literal vs. figural
 - 4. Actual vs. emotional
- E. Be able to use higher order thinking skills such as but not limited to;
 - 1. *Paradoxes* Common notions not necessarily true in fact Self-contradictory statement or observation
 - 2. *Attributes* Inherent properties Conventional symbols or identities
 - 3. *Analogies* Situations of likeness
Similarities between things
Comparing one thing to another
 - 4. *Discrepancies* Gaps or limitations in knowledge
Missing links
 - 5. *Examples of Habit* Effects of habit-bound thinking
Building sensitivity against rigidity in thinking
 - 6. *Tolerance for Ambiguity* Provide situations, which puzzle, intrigue, or challenge thinking
Pose open-ended situations, which do not three closure
 - 7. *Intuitive Expression* Experiencing through all the senses
Skill in expressing an emotion
Sensitivity to hunches and feelings
 - 8. *Visualization* Express ideas in visual forms
Illustrating thoughts and feeling
Describing experiences through illustrations
- F. Will be able to examine content from the dimension of depth by using:
 - 1. *Language of the Discipline* Specific terms or words used by professionals in the field being addressed
 - 2. *Details* Specific attributes or features which characterize a study or field
Specific elements which define or distinguishes a field or study
 - 3. *Patterns* What recurring events have taken place?
What elements, events, ideas are repeated over time?
What was the order of events?
How can we predict what will come next?
 - 4. *Trends* What ongoing factors have influenced this study?

5. *Unanswered Questions* What is still not understood about this area/topic/study/discipline?
What is yet unknown about this area/topic/study/discipline?
In what ways is the information incomplete or lacking in explanation?
 6. *Rules* How is this structured?
What are the stated and unstated causes related to the description or explanation
of what we are studying?
 7. *Ethics* What dilemmas or controversies are involved in this area/top/study/discipline
- G. Be able to examine content from the dimension of complexity
1. *Themes, Generalizations, principles and Theories* What overarching statements best describe what is being studied?
 2. *Overtime* How are these ideas related within or during a particular time period?
How has time affected the information?
How and why do things change or remain the same?
 3. *Different points of view* What are the opposing viewpoints?
How do different people and characters see this event or situation?

II. Independent Study refers to the skill of being able to engage in an in-depth examination of a topic of interest with a lowered degree of direct supervision by the instructor. It should be noted that independent study should not be interpreted to mean that the student works with no supervision, but rather a minimum of direction within parameters established mutually.

- A. The student will select a topic.
 1. Explore areas of interest
 2. Brainstorm to generate a list of topics
 3. Evaluate list of topics to establish an order of priority
 4. Select a topic
 5. Refine and clarify topic
- B. The student will define the topic.
 1. Organize and outline ideas on selected topic
 2. Edit and revise outline
- C. The student will determine research design
 1. Investigate various informational sources and their uses
 2. Choose from the following methods of research; observation, manipulation, investigation, and classification
 3. Develop a time line for completion of project
 4. Determine appropriateness for audience
- D. The student will gather data and information
 1. Locate, evaluate and select data to be utilized
 2. Organize information based on outline/topic or other graphic organizer
 3. Interpret and validate information
 4. Edit and revise information
- E. The student will develop a hypothesis
 1. Predict outcomes
 2. Verify predictions draw tentative conclusion
 3. Make a decision based on research findings

- F. The student will develop conclusions and develop a product/presentation
 - 1. Examine different types of products
 - 2. Select an appropriate method of presenting findings
 - 3. Present conclusions to audience
 - 4. Theorize improvement/variations

III. Creative Thinking is the process of utilizing a variety of thinking skills characterized by fluency, flexibility, originality, and elaboration.

- A. The student will engage in fluent thinking.
 - 1. Develop the ability to utilize brainstorming
 - 2. Develop the ability to use and understand idea finding techniques
 - 3. Develop the ability to organize information through the use of a variety of techniques such as mapping, hitchhiking, chaining and listing of attributes
 - 4. Develop the ability to generate a large number of responses to a stimulus
- B. The student will engage in flexible thinking.
 - 1. Develop the ability to categorize ideas based on different criteria
 - 2. Develop the ability to establish criteria for classification
- C. The student will engage in original thinking.
 - 1. Apply brainstorming techniques in a variety of situations
 - 2. Transcend conventional awareness of difference
 - 3. Cultivate open-mindedness and ambiguity
- D. The student will expand or elaborate on previous thinking
 - 1. Develop the ability to expand an idea or concept
 - 2. Develop the ability to embellish an object, concept, or question to make it more interesting
 - 3. Develop the ability to modify an idea or concept in order to improve it
 - 4. Develop the ability to clarify details in order to enhance the meaning or understanding of an idea or concept
 - 5. Develop the ability to communicate ideas or concepts

IV. Creative Problem Solving is a method of dealing with a question of consequence utilizing a number of techniques intended to produce a creative response.

- A. The student will engage in creative problem solving.
 - 1. Determine appropriate facts relative to a given problem
 - 2. Analyze the facts of a situation in order to identify the problem
 - 3. Identify or generate ideas germane to the problem
 - 4. Identify an appropriate solution to the problem based on criteria
 - 5. Develop and implement the solution